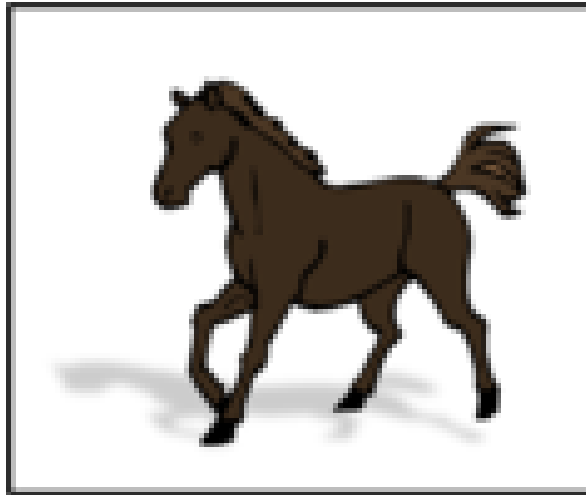


Devine Middle School

Campus Improvement Plan



2019-2020

Kandi Darnell, Principal
LeeAnn Runnels, Asst. Principal
Kate Fowler, Counselor

MISSION STATEMENT

The staff and administration believe that each student has the ability to learn and in order to have each student at Devine Middle School achieve his or her full potential in academic and intellectual development, our mission will include meeting student needs at all levels, motivating and encouraging each to meet his or her educational challenges, and creating an environment for the success of each student regardless of his or her academic level, family background, socio-economic status, race, or gender. Upon completion of our mission, each student will make a smooth transition to Devine High School.

VISION STATEMENT

D.M.S. will be a caring community where excellence is the standard—aspiring always to dream more, learn more, do more, and become more.

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DEVINE INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Nancy Pepper, President

Henry Moreno, Vice President

Keri James, Secretary

Carl Brown, Trustee

Chris Davis, Trustee

Renee Frieda, Trustee

Philip Fitch, Trustee

DISTRICT ADMINISTRATION

Scott Sostarich, Superintendent

Daryl Wendel, Asst. Supt. for Curriculum & Instruction & HR

Abbie Beadle, Director of Special Programs

Dawn Schneider, Director of Student Services

Valerie Dykstra, Director of Special Education

Shannon Ramirez, Director of Finance

DEVINE MIDDLE SCHOOL CAMPUS ADMINISTRATION

Kandi Darnell, Principal

Lee Ann Runnels, Assistant Principal

Kate Fowler, Counselor

CAMPUS COMMITTEES MEMBERSHIP

SITE-BASED DECISION-MAKING COMMITTEE (SBDM) MEMBERS

Kandi Darnell, Administrator/Chairperson

Kate Fowler, Counselor

Michele Rumfield, Teacher

Nickie Arche, Teacher

Barbara Nelson, Teacher

Veronica Schaeffer, Parent

Business Representative

Dawn Schneider, DISD Administrative Representative

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

LeeAnn Runnels, Campus Administrative Representative

Brandon Spencer, Teacher Representative

Shana Beaty, Teacher Representative

Michele Rumfield, Teacher Representative

Jaclyn Flores, Parent Representative

504 COMMITTEE

Administrators: Kandi Darnell

Counselor: Kate Fowler

Teachers: Roxanne Freas, *grade level team teacher(s) as assigned*

Director/Consultant: Valerie Dykstra

ADMISSIONS, REVIEW, AND DISMISSAL (ARD) COMMITTEE

Administrators: Kandi Darnell

Counselor: Kate Fowler

Diagnosticians: Terrie Barron, Stephanie Ramos (LSSP)

Special Education Teachers: Shelly Polasek, Wendi Sisneros, Dallas Johnson

Teacher Representatives: *students' regular education teacher(s) as assigned*

Director/Consultant: Valerie Dykstra

ATTENDANCE COMMITTEE

Administrator: LeeAnn Runnels

Counselor: Kate Fowler

Teachers: Brandon Spencer, Michele Rumfield

Attendance Clerk: Abigail Garza

RESPONSE TO INTERVENTION COMMITTEE

Administrator: Kandi Darnell

Counselor: Kate Fowler

Teachers: Nancy Haass, Roxanne Freas, Bill Lorraine, Greg Gerles

Special Education Teachers: Shelly Polasek, Wendi Sisneros, Dallas Johnson

CHILD ABUSE REFERRAL COMMITTEE

Administrators: Kandi Darnell

Counselor: Kate Fowler

Nurse: Amy Hernandez

DISCIPLINARY PLACEMENT REVIEW COMMITTEE

Administrator: Kandi Darnell

Teachers: Greg Gerles, Bill Lorraine

GIFTED/TALENTED COMMITTEE

Administrator: Kandi Darnell

Counselor: Kate Fowler

G/T Teachers: Sharie Miller and Mike Fuller (*students' Horizons teacher(s) as assigned*)

Asst. Supt. of Curriculum & Instruction: Daryl Wendel

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

Administrators: Kandi Darnell

Counselor: Kate Fowler

ESL Teachers: Roxanne Freas, Julie Oropeza, Frances Navarro, Julie Oropeza, Marta Robles, Dallas Johnson, and Yvonne Graf

ESL AIDE: Brenda Castro

Parent: Marianella Lopez

Consultant/Director: Abigail Beadle

STUDENT PROMOTION & RETENTION/AT-RISK COMMITTEE

Administrators: Kandi Darnell

Counselor: Kate Fowler

Teachers: Julie Oropeza, Nancy Haass

DEPARTMENT HEADS (CURRICULUM COORDINATORS)

Administrator: Kandi Darnell

Counselor: Kate Fowler

Department Heads (Curriculum Coordinators):

Reading - Roxanne Freas

ELA- Frances Navarro

Math – Nancy Haass

Science – Bill Lorraine

Social Studies – Greg Geries

Electives – Sharie Miller

Special Education – Shelly Polasek

CAMPUS LEADERSHIP POSITIONS

Accelerated Reading Coordinator: Abigail Guajardo

Dyslexia Testing and Instruction Coordinator: Roxanne Freas

Cheerleader Sponsor: Jennifer Toalson

National Junior Honor Society: Yvonne Graf

Student Council Sponsors: Jennifer Toalson (head) and Bill Lorraine

Technology Coordinators: Sharie Miller and Kim Brown

UIL Academic Coordinator: Greg Geries

Data sources reviewed:

- Daily attendance call logs
- DISD Website Calendar of Events
- Parent contact through letters home, email listserv, School Messenger, and teacher call logs, Remind, Twitter and Facebook
- DMS electronic marquee weekly announcements
- Parent Sign-in Sheets/Counts
- Parent volunteer forms
- Public performances of Band, UIL OAP, and Theater Arts Club
- Observation of large crowds at all athletic events

Findings /Analysis**Strengths**

- Daily attendance call and good record keeping
- Website Calendar of Events
- Parent contact and updated information is sent through home calls, letters, emails, listserv, School Messenger, conferences, Remind, Twitter, and Facebook
- Devine New articles / announcements pertaining to DMS
- DMS electronic marquee weekly announcements
- Fall Open House (Meet the Teacher)/ March Public School Week
- STAAR Commended Performers' Ceremony
- NJHS induction
- Award Days
- Monthly *Middle Years* newsletter
- Parent volunteer and sponsorship opportunities
- Public performances for band, UIL OAP, and theater arts club
- High attendance at all athletic events
- Positive phone calls made every six weeks
- Implement MAYMAD (Mentoring, Advancing, Young Men at Devine)

Summary of Needs

Parents and community are supportive of our campus and extracurricular programs; however, additional parent involvement is needed to promote academic success. There is a need for more activities. Additional workshops and presentations on such topics as social media and drugs to help parents in dealing with middle school age students are needed.

Needs

- More frequent updating of website and more useful information
 - Paid personnel and/or time allotted during the school day to able to make webpage updates, publish newsletters, etc...
- More presentations that will help parents in working with middle school students

Data sources reviewed:

- 2017-2018 TEA School Report Card
- 2017 & 2018 DMS STAAR Test results compared with state averages
- TEA AEIS District Data Tables for Accountability
- TELPAS Results
- Special Populations/Programs Report
- Student Failure Reports
- Student Recognition Lists: Honor Rolls
- Study Island and Moby Max Reports
- PBMAS Report
- EDUPHORIA Campus Data Reports

- TxEIS Reports
 - Enrollment
 - Attendance
 - Ethnicity
 - Mobility
 - Economic disadvantage
 - Special programs
 - Class size/enrollment statistics
- RTI, Student Enrollment and Tracking Lists
- TAPR Report
- Special Populations Lists provided by the counselor

Findings /Analysis**Strengths**

- Response to Intervention Program
- Online communication with parents via Gradebook, School Messenger, and email, Remind, Twitter and Facebook
- Recognition of Students, STAAR High Achievers ceremony
- Content mastery support for all students identified in special populations
- Grade level monitors assigned to all special education students
- Dual Lingual for bilingual/ESL students
- Established campus routines/expectations for teachers' weekly posting/updating of grades
- Behavioral unit to serve emotionally disturbed students
- Inclusion teachers or paraprofessionals to assist general education teachers in delivery of accommodations and services
- Added another elective, Principles of Ag for high school credit
- Vertical alignment using Gretchen Bernabei STAAR Writing and Grammar strategies

Needs

- Full-time position to input/analyze data and guide curricular decisions
- Re-evaluation of G/T program and curriculum/services provided
- Assessment data provided to all department members in a timely manner
- Additional opportunities for intervention with special education students
- Increased parent involvement for at-risk student populations
- Improvement in areas such as writing, science, and history
- Content Mastery Unit to provide support to student served in special education and 504
- Six weeks core content disaggregation, alignment, planning meetings for teachers

- Counselor provides comprehensive lists and basic information to all teachers regarding every student on campus who qualifies as a student at-risk or with special needs
- Nurse provides information and routine updates to teachers regarding students with medical needs, special considerations (“medically fragile students”)
DMS consistently has the highest attendance rate in the district
- More timely and more complete access to student performance data from the intermediate school level
- More balanced class sizes
- Need more Spanish speakers on campus to assist with communication
- Additional vertical alignment in core subjects with intermediate campus

Summary of Needs

Improvements in the special education program are needed including: staffing, greater opportunities for intervention and behavioral supports. Communication with parents, both online and personally, must continue to increase and improve so parents are aware of students’ strengths and weaknesses as well as performance expectations. Data must be continually updated and shared with teachers to focus interventions as well as classroom instruction on areas of greatest need with a focus on student groups scoring at or below the state average. More vertical alignment of core subjects with other campuses needs to take place.

The campus has struggled to involve families of low socio-economic status as well as those whose primary language spoken at home is a language other than English. A need exists to involve more parents, to provide parent training and basic education, and to provide additional academic student supports for these families.

Comprehensive Needs Assessment School Climate3

Data sources reviewed:

- DMS Vision Statement
- DMS Mission Statement
- DMS Motto
- Current Faculty Surveys
- Attendance Reports
- Discipline Reports/Logs
- District/Campus Parent Surveys
- Mentor/Mentee Teacher Surveys
- Tutorial logs
- Faculty surveys

Findings /Analysis

Strengths

- Campus “traditions” which foster an ideal of success in both Academic and Athletic UIL activities:
- “Vested Interest” of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Clearly defined emergency procedures with adequate opportunities for practice and feedback
- Policies/procedures in place to address student behavior problems in a timely manner (use of restorative discipline)
- Consistently good attendance rate—consistently highest in district
- Clean and orderly campus facilities
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Principal and Assistant principal are visible during non-structured times
- Increased teacher visibility in hallways during other non-structured activities
- Consistent classroom rules and enforcement
- Attendance is made a priority and encouraged through student rewards (free dress code days, unrestricted lunches, attendance at dances)
- Implementing MAYMAD
- Recognition of students through reward days and “Darn Good Kid” wall
- Use of circles and team-building exercises to help curtail behavior problems
- Teachers visiting with students during lunch as mentors

Needs

- Increased parental involvement, especially in supporting students’ academic success
- Additional staff needed to promote inclusion of special education students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students
- Need more surveillance cameras to assist with maintaining campus safety
- Increase of teacher input

Summary of Needs

There is a need for Additional staff needed to help inclusion students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students. There is need for additional opportunities for teacher input in decision- making process. There is also a need for more security cameras for safety purposes.

Data sources reviewed:

- Kilgo Data Analysis:
 - Year at A Glance
 - Vertical Alignment Document
 - Exemplar 5-E Lessons
 - TEKS-Based Pre and Post Assessments
 -
- Spring Benchmark Results
- Fundamental Five
- STAAR Test Results
- CBAs required testing six week periods
- Textbooks and Ancillary Materials
- Campus Master Schedule
- Eduphoria (Aware) use for assessment creation
- PRIDE Intervention Instruction and tutorial logs
- Campus Surveys
- Lesson Plans
- Study Island and Moby Max reports
- Department Meeting Agendas/Minutes
- Survey Monkey reports
- AEIS report
- Duty Rosters
- Student and Staff Attendance reports
- Homework Detention Program
- Zap

Findings /Analysis**Strengths**

- AWARE Data Desegregation
- TEKS-based assessments
- PLATO, Study Island, and other online intervention supports
- Scientific Minds for science warm-ups, grades 6-8
- Benchmark & CBA data used to plan interventions, adjust scope and sequence
- Utilization of Kilgo and LEAD4ward across core subject areas

Needs

- Enrichment opportunities for G/T
- Additional training on implementation of special education accommodations, modification of curriculum, differentiation within the mainstream setting
- More elective course offerings: Spanish
- More clearly defined expectations and training for implementation of differentiation for G/T students in all classes

- Utilization of the Fundamental Five
- Routine homework assistance provided by qualified instructors during before/after school hours and homework detention program requiring students to stay after school if their homework is not completed
- ZAP program to help students complete assignments
- Schedule Health instruction separately from P.E. and for ALL students offering
- Service organizations school and community – Student Council and NJHS
- More planning/oversight and instruction occurring during PRIDE for all students
- Offering of One-Act Play, Health, speech and Principles of AG classes
- Large number of students involved in athletics, band, and academic UIL events provided year-round
- Use of Google Classroom

- More consistency in class sizes, especially with science and social studies where all special education students are mainstreamed
- Six weeks core content disaggregation, alignment, planning meetings for teachers
- Six weeks department meetings to address curricular needs, share best practices
- Less sharing of teachers cross campus with high school
- Doing away with horizons classes to open up scheduling limitations.

Summary of Needs

There is a need for greater differentiation in instruction and depth of content versus acceleration. Teachers need additional training in the planning and delivery of differentiated lessons. Teachers also see a need for more training in how to implement, as well as more staff support for, special education accommodations in the regular education classroom. Students' choices are too narrow for electives course offerings, but we realize the limitations of our master schedule and the need to fill an elective teacher's day, based upon what he/she is certified to teach. The campus now has additional classes that may be taken for high school credit, Principles of Ag, speech, and health. Additional staff is needed and less sharing of teachers cross campus. When teachers have to be gone for an activity on another campus, our students lose out on valuable learning time. Flexible scheduling options should be studied for students whose schedules are "locked" due to choice of electives, special education, or advanced classes as it causes other classes on campus to be overloaded certain periods of the day. The possibility of doing away with Horizons classes is something that will be looked at for the upcoming year. Doing away with Horizons classes will help open scheduling of classes and will help with balancing the number of students in classes.

Data sources reviewed:

- Grade-level demographics
- Campus Staff Development Survey
- T-TESS data using Eduphoria
- Campus master schedule
- Parent Survey

Findings /Analysis**Strengths**

- All professional staff are highly effective
- All paraprofessional are highly effective
- A positive environment for staff
- Time for intervention /tutoring during the school day
- Provide structured time for students before /after school to assist with academic need
- Increased communication between administrators and teachers
- Positive things done for teachers
 - Special breakfast/lunches
 - Lunch during Teacher Appreciation Week
 - Positive notes are written to staff and posted in bulletin boards.
- Incentives for community/school support
- All efforts to cooperate with special circumstances
- Mentoring support for new teachers
- Mentoring for students
- GT/ELL/Dyslexia training for teachers is provided

Needs

- Balance time out of classroom for training and meetings; prioritize and focus need
- Staff training/development is needed in the use and implementation of available technology
- GT/ELL/Dyslexia training for teachers
- Competitive salaries to help attract excellent teachers
- Smaller class sizes
- Specialized training for aides
- There is a need to find time for teachers to be able to collaborate in planning and instruction at least once per six weeks.

Summary of Needs.

The DMS staff is highly effective and does an excellent job. All staff members go out of their way to make themselves available to students throughout the day to help with academics. Teachers serve as mentors for students. Teachers are always willing to help students out and to attend student activities. There is a need to find time for teachers to be able to collaborate in planning and instruction at least once per six weeks.

Student Performance Data

2007 TAKS Scores

(scored at Panel Recommendation)

Reading	88
Math	71
Writing	94
Social Studies	88
Science (scored at 1 SEM below)	71

2008 TAKS Scores

(scored at Panel Recommendation)

Reading	96
Math	78
Writing	98
Social Studies	89
Science	67

2009 TAKS Scores

(scored at Panel Recommendation)

Reading	93
Math	79
Writing	98
Social Studies	90
Science	70

2010 TAKS Scores

(scored at Panel Recommendation)

Reading	89
Math	83
Writing	92
Social Studies	94
Science	69

2011 TAKS Scores

(no scores given for this year of testing)

2012 STAAR Score

Reading	81
Math	72
Writing	71
Social Studies	59
Science	58
Algebra	100

2013 STAAR Scores

Reading	88
Math	89
Writing	60
Social Studies	51
Science	61
Algebra	100

2014 STAAR Scores

Reading	89
Math	(not scored)
Writing	74
Social Studies	67
Science	70
Algebra	100

2015 STAAR Scores

Reading	82
Math	74
Writing	73
Social Studies	68
Science	70
Algebra	100

2016 STAAR Scores

Reading	82
Math	73
Writing	68
Social Studies	68
Science	84
Algebra	100

2017 STAAR Scores

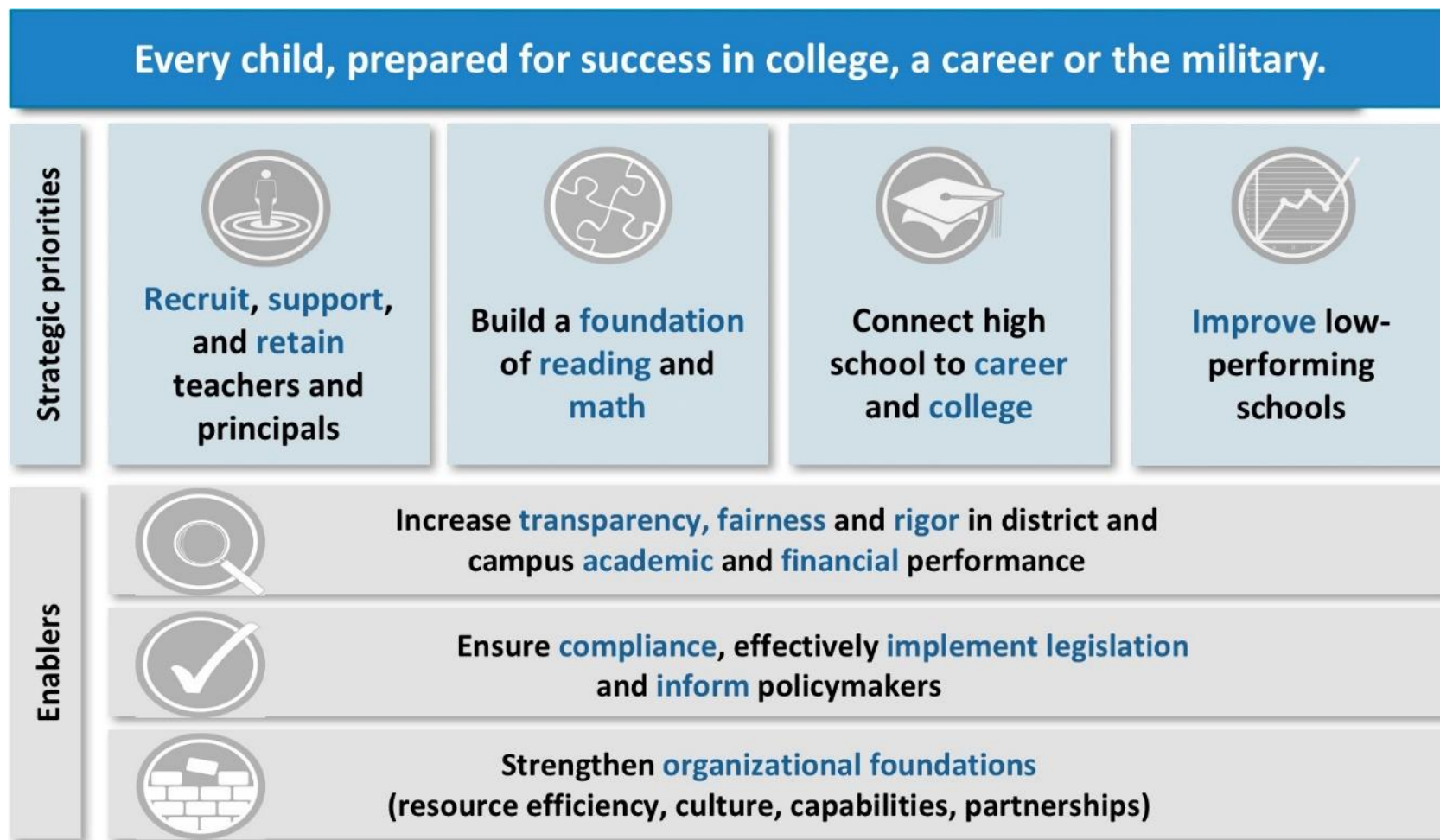
Reading	89
Math	92
Writing	68
Social Studies	63
Science	74
Algebra	100

2018 STAAR Scores

Reading	83
Math	88
Writing	68
Social Studies	72
Science	83
Algebra	100

2019 STAAR Scores

Reading	78
Math	87
Writing	73
Social Studies	61
Science	77
Algebra	100



CAMPUS IMPROVEMENT PLAN GOAL 1

PARENT AND COMMUNITY INVOLVEMENT: PARENTS AND COMMUNITY MEMBERS WILL BE INFORMED, INVESTED, AND INVOLVED IN SUPPORTING THE COMMUNITY TO MAINTAIN HIGH EXPECTATIONS AND HIGH ACHIEVEMENT FOR ALL STUDENTS.

- OBJECTIVE 1: UTILIZE A VARIETY OF METHODS TO KEEP PARENTS AND/OR THE COMMUNITY WELL-INFORMED OF CAMPUS ACTIVITIES AND STUDENT LEARNING OUTCOMES
- OBJECTIVE 2: MAINTAIN EXISTING COMMUNITY/SCHOOL PARTNERSHIPS AND SEEK TO ESTABLISH NEW PARTNERSHIPS IN SUPPORT OF SUCCESSFUL SCHOOL PROGRAMS
- OBJECTIVE 3: INVOLVE PARENTS AND COMMUNITY MEMBERS IN CAMPUS COMMITTEES AND PROVIDE OPPORTUNITIES FOR THEIR INPUT AND FEEDBACK ON SCHOOL PROGRAMS
- OBJECTIVE 4: PROVIDE OPPORTUNITIES AND SUPPORT FOR STUDENTS TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES AS WELL AS- COMMUNITY-WIDE AND WORLD-WIDE SERVICE PROJECTS

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Provide opportunities for parents to be educated about student needs, parenting skills, and the school environment through participation in Parent Place sponsored events/presentations and other parent presentations	Dir. of Spec. Programs; campus designee	Facilities; Printing supplies for flyers; <i>Devine News</i> articles; DMS Newsletters	August – June	Campus activity calendar; Parent Sign-in Sheets; Copies of flyers & newsletters	▼	
2. Notify parents of At- risk students who are in danger of failing about before/after school tutoring	Principal; Asst. Principal; Counselor	Facilities Printing/Mailing	October – June	Call logs and letters sent home	▲	
3. Provide opportunities for parents to meet, talk, and conference with teachers during Meet the Teacher Night and Open House.	All Staff	Facilities	Beginning of School; Public School Week	Sign-in Sheets	▲	
4. Provide opportunities for parents to attend field trips to participate in the learning environment	Principal; Asst. Principal; Teachers, principal's secretary	Criminal history checks	August – June	Trip Rosters	0	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
5. Post announcements and important information on marquee, Devine News, and school social media accounts.	Principal; Assistant Principal; Office Personnel, other staff	Digital camera, other publishing needs; Maintenance costs	August - June	Sign, emails,social media feed	▲	
6. Send grade information to parents in a timely manner (on report cards and progress reports every three weeks for grades)	Principal; Office Personnel; PEIMS Sec.	Paper, printing, mailing expenses	August – June	Progress reports; Report cards,	▲	
7. Send parents STAAR testing results/reports in a timely manner as well the Fitness Gram report	Principal; Counselor; office staff	Publishing, mailing expenses	After testing	STAAR Benchmark, STAAR tests, and Fitness Gram report	▼	
8. Develop and maintain a campus web page with relevant and current campus information	Campus designee	Information from various sources	August - June	Web page	▲	

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
9. Invite community members to enrichment activities and campus events	Principal; Grade Leaders; sponsors	Volunteer forms	August - June	Sign-in sheets	▲	
11. Invite community members to become mentors to DMS students; mentoring specifically for young boys using MAYMAD (Mentoring, Advancing, Young at Devine)	Principal and vice principal; MAYMAD sponsor	Volunteer forms	August - June	Sign-in sheets	▼	
12. Communicate and encourage parent participation in district and campus –based committees and volunteer programs: School Health Advisory Committee, DEIC, SBDM	Principal; Central office staff	Volunteer forms	August - June	Attendance sheets, volunteer lists and forms	▼	
13. Conduct parent-satisfaction survey	Dir. of Spec. Programs; Principal; Principal Sec.	Survey; Printing paper and supplies	April	Returned surveys; Survey report	▲	

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
<p>14. Provide students and their parents with information and encourage their involvement in local, national, world-wide events in which they may participate in charitable ways. For example:</p> <p>Collecting pennies to buy toys for needy children at Christmas, Mission Devine, Pennies for Patients –LLS Local Food Bank Donations, Relay for Life, Filly Toy Drive</p>	Staff as needed according to event; NJHS Director; Student Council Dir.	Materials to publicize events; operating expenses	August – June	Posters, etc.; Sign-in sheets, Students' community service hour logs	▼	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

CAMPUS IMPROVEMENT PLAN GOAL 2

GOAL 2: STUDENT ACHIEVEMENT: ALL STUDENTS WILL BE ENCOURAGED TO MEET THEIR FULL EDUCATIONAL POTENTIAL.

- OBJECTIVE 1: ASSESS STUDENT PERFORMANCE AND, WITH INTERVENTION, TARGET STUDENTS IN NEED OF ADDITIONAL INSTRUCTION
- OBJECTIVE 2: ASSIST TEACHERS IN DEVELOPING EFFECTIVE LESSON PLANNING, TO ENSURE VERTICAL ALIGNMENT OF TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), AND TO ENSURE INSTRUCTIONAL MODIFICATIONS ARE MADE FOR ALL STUDENTS SERVED IN SPECIAL PROGRAMS
- OBJECTIVE 3: IMPROVE CAMPUS ATTENDANCE RATES AND REDUCE DROP-OUT RATES THROUGH IMPLEMENTATION OF THE DISD EXEMPLARY ATTENDANCE PLAN (ADOPTED APRIL 2006)
- OBJECTIVE 4: PROVIDE OPPORTUNITIES AND RESOURCES FOR STUDENTS TO MEET THE PASSING STANDARD IN EACH OF THEIR CLASSES EACH GRADING PERIOD AND BE PROMOTED TO THE NEXT GRADE LEVEL
- OBJECTIVE 5: COMMUNICATE STAAR PERFORMANCE STANDARDS AS WELL AS PROMOTION/RETENTION POLICIES TO STUDENTS AND PARENTS

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Administer campus-wide assessment tests for all students in their STAAR tested areas	Principal; Counselor	Released /STAAR tests, when available; CBA s & answer documents	Spring Benchmark & CBAs from each 6 wk period	CBA test grades, Progress Reports and Report Cards	▼	✓
2. Identify targeted performance standards on benchmark & CBA tests and use benchmark & CBA testing results to form tutorial groups which focus on weakest performance objectives	Principal; Counselor, Content Dept. Heads	DEIC District Improvement Plan, STAAR test results; Bench-mark test results; Eduphoria data; identifying targets, CBA test results; Time to assess data and plan; Study Island, Moby Max	Fall/Spring	Minutes of Content Dept. meetings, PRIDE class lists; Tutorial group list; Tutorial Attendance logs; Tier	✓	✓
3. Allocate equitable amounts of campus budget for supplies and materials to departments according to numbers served and departmental need	Principal; Content Dept. Heads	Budget for Materials and Supplies	September – May	Purchase orders	▲	▲
4. Provide teachers w/ direction and instructional materials for administering a daily warm-up activity in a STAAR-tested area and for including STAAR formatted questions on all tests.	Content Dept. Heads	Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction	August – June	Lesson plans, CBA's and test files	✓	✓

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
5. Provide daily STAAR practice in areas of identified weakness in PRIDE classes for Tiered students as part of RTI	Content Dept. Heads	Budget for Materials and Supplies	August – June	Tier teacher documentation	▲	
6. Meet Federal standard for curriculum alignment and assessment through TEKS & ELPS Alignment of Campus Curriculum	principal, Content Dept. Heads	Local Title III	August – June	Lesson plans, YAG	▲	
7. Reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings with the use of classroom teachers, interventions, and instructional aides.	Principal; Content Dept. Heads; Teachers	Local, SCE Title I-Part C (migrant) Title III-Part A	August – June	STAAR Results; TELPAS Results	▼	
8. Provide intensive, sustained professional development to address the needs of student expectations, use differentiated instruction and instructional strategies for student engagement.	Assistant Sup. of C&I; Director of Sp Ed.; Director of Special Prog; Campus; Administrators; ESC 20 Sp Ed Facilitators, Kilgo; Content Dept. Heads	Local; Title II-Part A SCE IDEA B	August -June	STAAR results TELPAS results PBMAS indicators	▼	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
9. Target the student expectations/objectives for <i>at-risk</i> students and implement STAAR acceleration strategies to ensure that students, who experience difficulty mastering levels of academic achievement standards be provided effective and timely assistance.	Assistant Sup. of C&I; Director of Sp Ed.; Director of Special Prog.; Campus Administrators; ESC 20 Sp Ed Facilitators; Kilgo; Content Dept. Heads	Local; SCE	August -June	STAAR results TELPAS results PBMAS indicators	▲	
10. Derive assessment data from Pretest and Post-test in class assessment so teachers can revise instruction to reflect areas of needed improvement	Teachers	STAAR test results; CBA test results; Benchmark test results; Eduphoria data; Time for compiling and interpreting data	Fall/Spring	CBAs & classroom assessments	▲	
11. Cluster Gifted/Talented students in homogenous groups within core subject area classes (Horizons classes) and PRIDE to provide enriched curriculum for these students	Counselor; Horizons teachers and PRIDE	G/T budget	August – June	Class rosters; Lesson plans	▲	✓
12. Verify TEKS are aligned properly and are being covered at the appropriate grade levels, 6 th -7 th -8 th	Asst. Supt.; Principal; Asst. Principal; Content Dept. Heads	Time for verification	August – June	Lesson plans; YAG	▲	

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
13. Instruct students in personal finance education and “real-world” math applications in all math classes	Math Dept. Chair-; Math teachers	Textbooks and ancillary materials	August – June	Lesson plans	▲	
14. Identify all students’ functional vocabulary/reading level through use of the Accelerated Reader program and STAR reading test software	ELA Dept. Head; A.R. Coord.; Reading teachers including Sp Ed and STAAR	STAR test software	August, December & June	STAR test reports; Lesson plans	▲	
15. Improve students’ reading skills through use of the Accelerated Reading program library books of high interest and appropriate reading levels that can be incorporated into the ELAR curriculum.	A.R. Coordinator; ELAR teachers including SpEd and STAAR; Librarian	STAR test software; Library materials budget; local	August – June	STAR test reports; Library circulation records; Report cards	▲	
16. Require regular written responses in a variety of ways across the curriculum (journals, warm-up activities, and open-ended questions on tests)	All classes	Sample STAAR prompts; journals; class writing assignments	August -June	Lesson plans; Grade records	▲	
17. Check for teachers’ accurate input of attendance data each class period	Asst. Principal; Attend. Clerk	Gradebook	Daily, August – June	Gradebook daily attendance reports; Teachers’ attendance correction notifications	▲	

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
18. Utilize School Messenger for parent notification of absences; make courtesy calls daily to inform parents of their student's absence, answer questions regarding documentation of the absence upon the student's return to school, and make home visits as necessary to ensure valid reason for absence and check proof of residency	Asst. Principal; Attend. Clerk; Nurse; all teachers	Local; SRO, Transportation budget	Daily, August – June	Attendance clerk & teacher call logs; SRO daily log	▼	
19. Run weekly reports to ensure compliance with local policy and state laws regarding Compulsory Attendance and required Attendance for Class Credit, send warning letters, hold attendance committee meetings, and file charges as warranted to comply with local policy and state laws regarding Compulsory Attendance and required Attendance for Class Credit	Asst. Principal; Attend. Clerk	TxEIS Attendance software, Postage budget; Paper, ink and envelopes supplies budget	Fridays, weekly August – June	TxEIS Excessive Absence reports; Copies of warning letters sent; Copies of charges filed	▲	
20. Provide after-school detention and school-service opportunities (Saturday work day) for students who need to make-up attendance in order to meet minimum attendance requirements and receive course credit.	Asst. Principal; Detention monitors	SCE	August – June	Student detention and service logs; Detention monitors' time sheets	▲	
21. Reduce failure rate by offering extended school day tutoring (before and after school) for students at risk of failing their courses	Principal; Dept. chairs; Teachers	SCE; Teachers	August – June	Individual teacher tutorial logs; Teacher time-sheets; Gradebook failure reports each 3 wks.	▼	
22. Provide summer tutorial program for 8 th grade students who are at risk of being retained.	Principal; Counselor; Dept. chairs; Rdg./L.A. and Math Teachers, Director of Special Programs	TxEIS grade reports; SCE Teachers; Textbooks and ancillary materials; Supplies	June – July	Summer school class attendance rosters; Summer school report cards	▲	

▼- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
23. Utilize educational software in classroom and tutorial settings to improve student performance on TEKS and STAAR objectives	Dept. Chairs; Curriculum Coordinators; PRIDE teachers; Computer Lab aide	Computer lab; Tutorial teachers; Study Island; Lexia; Moby Max	May - June	Lesson plans; Computer lab logs	▲	
24. Implement and staff a lab for dyslexic and ESL students in need of receiving additional instruction and remediation	Principal; Counselor; dyslexia teacher, ESL aide	SCE.; Lexia & Reading Smart software; Instructional aide to staff the Learning Lab	August – June	Master schedule; Purchase orders; Technology work orders; Maintenance work orders	▲	
25. Provide 30-90 minutes per week, for targeted students to receive dyslexia support and intervention with a dyslexia specialist	Dir. of Special Programs; Counselor; Dyslexia support teacher	SCE.; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software; Time during day; classroom; teaching materials; Lexia	August – June	Class rosters; Lesson plans; Report cards; STAAR test results; STAR test results; intervention logs	▼	
26. Provide modified instruction and language tutorials to students who are learning English as a second language (ESL)	Dir. of Special Programs; Counselor; ESL instructional aides	SCE.; Ancillary textbook materials for ESL and computer software; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software Title III-A; Title II-A/ESC20-SSA	August – June	Class rosters, Lesson plans; Report cards; STAAR test results; STAR test results; Observation Protocol Reports	▲	
27. Each student and his/her parent/s will have access to an online Student-Parent Handbook with the school policies and code of conduct included.	Principal; Other staff as needed	District website Local funds	August – June	Handbooks	▼-	

▼- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
28. Parents and community members will be informed via local and social media of changes in board policy	Principal; Central Office Personnel	<i>Devine News</i> , Facebook and Twitter	August – July	Newspaper articles, social media	√-	
29. Hold a public/parent information meeting for 8 th grade parents to explain Student Success Initiative standards, Grade Placement Committee guidelines, and promotion/ retention policies.	Principal; Counselor;	Student-Parent Handbook; Campus Website; report card announcements; principal's letter, teacher contact through, teacher contact	August – June	Student-Parent Handbook; Campus Website; report card announcements; Letters; campus calendar; campus calendar and informational flyer, social media, copies of teacher phone log/ email	▼	
30. Make an effort to maintain and/or increase number of special education students in mainstreamed classes.	Principal; Sp Ed Dir.; Counselor; Sp Ed Diagnostician; Sp Ed Teachers	Staff; planning time	August – June	Master schedule; class rosters	▲	
31. Writing vertical alignment with hs using Gretchen Bernabei STAAR Writing and Grammar Strategies	ELAR teachers	Planning time; Title II-A	August- June	STAAR results and lesson plans	▲	
32. Class size reduction in ELA and math	Counselor; principal; math and ELAR teachers	scheduling	August-June	Class rosters; master schedule	▼	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

CAMPUS IMPROVEMENT PLAN GOAL 3

GOAL 3: CURRICULUM AND INSTRUCTION: A WELL-BALANCED AND APPROPRIATE CURRICULUM WILL BE PROVIDED FOR ALL STUDENTS.

- OBJECTIVE 1: *PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH COMPUTER-RELATED RESEARCH AND COMPUTER-GENERATED PRODUCTS IN CORE AREA AND ELECTIVE CLASSES*
- OBJECTIVE 2: *PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST*
- OBJECTIVE 3: *INFORM STUDENTS OF HIGH SCHOOL COURSES/PROGRAMS*
- OBJECTIVE 4: *TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADEBOOK AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS*
- OBJECTIVE 5: *TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS*
- OBJECTIVE 6: *TEACHERS WILL UTILIZE TECHNOLOGY TO ASSESS STUDENT PERFORMANCE FOR THE PURPOSE OF ADJUSTING CURRICULUM, SCOPE AND SEQUENCE OF INSTRUCTION TO ADDRESS STUDENT NEEDS*

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Offer Technology Applications 1 and 2 program and Career Investigation classes as electives	Principal; Asst. Supt. C&I; Personnel Director, Principal; Tech Teachers	materials, personnel; computer lab	August – June	Class rosters; master schedule, student schedules, and Gradebook	√-	
2. Incorporate technology and technology applications into all areas of teaching by providing necessary equipment to meet all tech TEKS required for student instruction.	Principal; Tech Teacher; Computer Lab Aide	Teacher training; Budget for hardware/software	August – June	Lesson Plans, Walk-throughs	▲	
3. Budget monies to purchase hardware and software to fulfill the district technology goals	Principal; Tech. Dir.	Campus Tech Budget	September - April	SBDM Meetings, Approved budget	▼	
4. Keep computer in every classroom for teacher use and computers for student use	Principal; Tech. Dir.	Campus Technology Budget	August – June	Purchase orders, Classroom inventory	▲	
6. Use internet resource stations in library	Library Aide; Tech. Dir.	Electronic Library installation	August – June	Sign-in sheets	√	
7. Solicit teacher input to acquire software and hardware that meets students' instructional needs; example, streaming video software	Principal; Tech. Dir.; Teachers	Campus Technology Budget	August – June	Budget approval, Purchase orders	√	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies				Evaluation	Formative
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	Person Responsible	Resource Allocation	Timeline & SW Component		Dec.	May
8. Provide instruction to students on manipulation of graphing calculators to meet TEKS objectives	Math teachers	Instructional budget	August – June	Lesson plans, STAAR results	√	
9. Offer eighth grade students an orientation program to assist students and parents in selecting the appropriate high school classes for their desired career /high education path.	Principal; HS Counselors;	Publishing cost of materials; facilities for meeting; time to schedule	Spring Semester	Student information; Choice slips, sign-in sheets	▼ -	
10. Both teachers and students will use technology such as PowerPoint, Word, Excel, Publisher, and other programs in classroom presentations	Principal; Counselor; teachers	Teacher training, Software updates	August – June	Lesson plans, Teacher/Student presentations	▲	
11. Teachers will use Eduphoria for STAAR data desegregate to enhance student instruction	Principal; Content Heads	Teacher training, Eduphoria updates	August – June	Aware reports	√	
12. Insure all future construction includes LCD projectors/ smart boards/ Intelevisions in classrooms as money permits	Principal; Tech. Dir.	Technology budget	August – June	Purchase Orders	√	
13. Implement the electronic Gradebook and attendance system from TxEIS/Region XX	Principal; Tech. Dir.; Counselor; Attendance Clerk	Program updates; audiovisual equipment and hand-outs for training; directions posted to website	August – June	Electronic gradebooks; attendance verification sheets	√	
14. Staff members will continue use of district's online system for work orders, transportation requests, and absences	All Staff; Tech Dir.; Building Maintenance Dir.; Trans Dir.; principal's secretary	Staff training	August – July	Email response, completed requests list	√	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
15. Utilize online communication methods such as (faculty mtg. by email); Outlook Express, Calendar Scheduler; Remind, Facebook, Twitter, and Survey Monkey to communicate with or receive input from staff in a timely manner	Principal; Asst. Principal; Counselor;	Computers with online access; Microsoft Outlook installation	August – July	Emails, faculty meeting minutes, survey results	√	
16. Provide software/training for teachers to write lesson plans and submit them via Eduphoria	Principal; Tech. Dir.	Software, Teacher training	Beginning of school year	Electronic submission of lesson plans	√	
17. Utilize KILGO Curriculum for lesson planning, vertical alignment, and LEAD4ward	Principal; asst. principal	Asst. Supt; Principal; Tech. Dir.	August – June	Lesson plans	▼	
18. Utilize student assessment data management system (AWARE) for analyzing STAAR/testing data, developing benchmarks, and building TEKS-aligned assessments.	Asst. Supt.; Principal; Counselor; Content Heads; Tech. Dir.	Local	September – June	STAAR Results; TELPAS Results; AWARE Reports	√	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

CAMPUS IMPROVEMENT PLAN GOAL 4

GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL: HIGHLY EFFECTIVE PERSONNEL WILL BE RECRUITED, DEVELOPED, AND RETAINED.

OBJECTIVE 1: PROVIDE STAFF TRAINING FOR AND CONSISTENT IMPLEMENTATION OF PROFESSIONAL POLICIES

OBJECTIVE 2: PROVIDE OPPORTUNITIES FOR STAFF TO DEVELOP AND IMPROVE THEIR TEACHING SKILLS IN THEIR CHOSEN AREAS OF INTEREST AS WELL AS THOSE IDENTIFIED AS AREAS OF NEED BY T-TESS EVALUATORS

OBJECTIVE 3: PROVIDE OPPORTUNITIES THROUGH WHICH TEACHERS CAN SHARE WITH EACH OTHER THEIR OWN EXPERTISE OR INFORMATION AND STRATEGIES LEARNED AT WORKSHOPS THEY HAVE ATTENDED

OBJECTIVE 4: PROVIDE STAFF DEVELOPMENT WHICH MEETS STATE REQUIREMENTS FOR TRAINING IN GIFTED AND TALENTED EDUCATION, TECHNOLOGY, CONFLICT RESOLUTION, AND DISCIPLINE STRATEGIES

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Provide T-TESS training for new teachers and the required one-hour training for returning teachers	Asst. Supt.; Principal; Asst. Principal	T-TESS Manual	August, Prior to first day of school	Sign-in sheets	√	
2. Provide in-service training on new/updated policies in district	Principal; Asst. Principal; Counselor	Reproduction costs	Prior to beginning of school	Sign-in sheets	√	
3. Provide mentors for first and second year teachers, including a mentoring stipend.	Principal; Mentor Teachers; special program director	Stipend for mentors Title II, Part A Title IV-Part A Local	August – June	Confirmation of meetings	√	
4. Provide quality staff development to ensure that all teachers and paraprofessionals are highly effective/qualified	Principal ;Asst. Superintendent;	Title II, Part A Title IV-Part A	August – June	Sign-in Sheets	▲	
5. Provide opportunities for first and second-year teachers to improve their skills by observing and being observed and critiqued by experienced teachers	Principal; Asst. Principal; Office staff; Central Office staff	Budget for subs	August – May	Report from both novice and experienced teacher, data base	▼	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
6. Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings. (Class-size reduction in ELA)	Principal; Classroom Teachers	Local, SCE Title II-Part A	August - June	STAAR Results; TELPAS Results	▼	
7. Provide time where teachers can share within their departments any training they have received	Principal; Dept. heads	Time, subs	August – June	Sign-in sheets	▼	
8. Provide opportunities for the six hours of required yearly training for G / T teachers and the 30 hours for new teachers	Principal; Central Office staff	Region 20 workshop funding	August – July	Certificates	✓	
9. Provide reimbursement for TEXES test in high needs areas to assist teachers in becoming highly qualified	Dir. of Special Programs; Asst. Superintendent; Principal	Title II, Part A Title IV-Part A	August – July	Test Results; Certification Certificates	✓	
10. Provide means for paraprofessionals to meet ESSA qualifications through ESC 20 TOP training.	Dir. of Special Programs; Asst. Superintendent; Principal	Title II, Part A Local	August – July	Registration receipts	✓	

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
11. Provide access, time and means to ESC Region 20 workshops including funds to travel and arranging substitutes for teachers	Principal	Region 20 Co-op	August - August	I D Co-op fees Online registration	▲	
12. Employ personnel that meet the qualification requirements of “Highly Effective Personnel” (as stated in P.L. 107-110 provided such personnel are available)	Principal	College transcripts; List of reference	May – July August – April	Proof of Certification documents	√	
13. additional Sped stipends	Sped director; principal	Title II Part A	Aug.-May	Certification; master schedule	▲	
14. provide travel for CAST	Science teachers; Director of Special Programs	Title II- Part A	August- May	Certificate of completion	▲	

15. Provide teachers with training in Restorative Discipline	Synergistic Learning Solutions; principal	Title II- part A	Aug.- May	Certification; PD calendar		
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✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

CAMPUS IMPROVEMENT PLAN GOAL 5

GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT: THE DISTRICT'S CAMPUSES WILL MAINTAIN A SAFE AND DISCIPLINED ENVIRONMENT CONDUCTIVE TO STUDENT LEARNING AND TO POSITIVE PERCEPTION IN THE COMMUNITY.

- OBJECTIVE 1: ESTABLISH AND ENFORCE CONSISTENT STUDENT MANAGEMENT AND CAMPUS SAFETY POLICIES TO ENSURE THAT STUDENTS AND STAFF FEEL SAFE ON CAMPUS AND AT EXTRACURRICULAR EVENTS
- OBJECTIVE 2: IMPROVE THE CAMPUS NUTRITION ENVIRONMENT, ENSURE STUDENTS ARE PHYSICALLY ACTIVE, AND ENCOURAGE PARENTS AND STAFF TO BE POSITIVE ROLE MODELS BY PROMOTING HEALTHY LIFESTYLES
- OBJECTIVE 3: INFORM STUDENTS AND PARENTS OF THE CAMPUS CODE OF CONDUCT AND CONSEQUENCES FOR VIOLATING THE CODE
- OBJECTIVE 4: MAINTAIN NEAT AND CLEAN CAMPUS FACILITIES
- OBJECTIVE 5: REDUCE THE NUMBER OF SAFETY-RELATED ACCIDENTS ON CAMPUS
- OBJECTIVE 6: COMMUNICATE WITH PARENTS AND COMMUNITY TO STRENGTHEN PUBLIC CONFIDENCE IN AND ENSURE A POSITIVE PUBLIC PERCEPTION OF OUR CAMPUS AND ITS PROGRAMS
- OBJECTIVE 7: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF STUDENTS
- OBJECTIVE 8: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF TEACHERS AND FOR THOSE WHO PERFORM DUTIES BEYOND THEIR REGULAR CLASSROOM INSTRUCTIONAL DUTIES
- OBJECTIVE 9: PROVIDE STAFF WITH OPPORTUNITIES TO INTERACT BOTH PROFESSIONALLY AND SOCIALLY TO FACILITATE OPEN COMMUNICATION AND SHARING OF IDEAS AS WELL AS ENHANCE STAFF MORALE
- OBJECTIVE 10: PROVIDE PROGRAMS FOR STUDENTS THAT ADDRESS STUDENT ISSUES, BUILD AND STRENGTHEN CHARACTER, AND ENCOURAGE POSITIVE INTERACTION AMONG STUDENTS AND STAFF

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Implementation and enforcement of consistent dress code policy.	Principal; Asst. Principal	Student – Parent Handbook	August - June	Conduct Referral; Student Dress Code Violation Log	✓	
2. Retain use of drug dogs for detection of weapons, drugs, and alcohol.	Asst. Superintendent; Principal; Asst. Principal	Local	August - June	Reports from City of Devine K-9 Unit	✓	
3. Update, implement, and practice Campus Crisis Management Plan: fire, bomb, natural disaster, reverse evacuation, and lockdown drills as mandated by the district.	Asst. Superintendent; Principal; Asst. Principal; Appointed teachers & staff	Walkie Talkies for key staff members; Printing paper and supplies. Route Maps, procedural card; Emergency Procedure Reference Guide; Time within school day	Monthly, August – June	Meeting attendance rosters; Copy of Crisis Management plan; Record of Crisis Practice drills; Drill Log sheet; EOC Plan	✓	
4. Verify and enforce student immunizations requirements	Principal; Asst. Principal; nurse	Local Budget	Monthly, August – June	Fire Drill Log sheet	✓	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
5. Implement a Diabetes Awareness Program and train two staff members to assist diabetic students in the absence of the school nurse	Nurse; Attendance Clerk	Nurse Trainer; time; substitutes; classroom space	August – June	Health Records	√	
6. Provide yearly updates as well as initial training in CPR, AED machine, Epi-pen and Glucagon use for all necessary staff (coaches, band directors, UIL, health staff, etc...).	Nurse; Office Staff; Club Sponsors/Coaches	Nurse Trainer; time; substitutes; classroom space	August – June	Health Records	√	
7. Train all campus administrators, key crisis response team members, and secretaries in NIMS	Nurse	ESC 20 Trainer; time; substitutes; classroom space	Fall/Spring Semester	CPR Card; List of currently trained staff posted in school nurse's office; campus calendar	√	
8. Ensure that Moderate to Vigorous Physical Activity (MVPA) is implemented in PE class as recommended in the Physical Education Curriculum Guidelines	Principal; Asst. Principal; P. E. teachers	PE/Health curriculum guides; CATCH	PE/Health teachers	PE/Health teachers	√	

√- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
9. Implement the Health Curriculum Guides	Health teacher	Curriculum guides; Print rich gymnasiums including word walls, bulletin boards, instructional posters	PE/Health teachers	PE/Health teachers	▼	
10. Improve student fitness, Fitnessgram scores, and student wellness.	PE	Fitnessgram	PE/Health teachers	PE/Health teachers	▼	
11. Share-Fitnessgram results with parents	PE/Health teachers	Fitness Gram	August – June	Fitnessgram Score Analysis and Curriculum guides;	▼	
12. During first week of school, teachers will give students an orientation of classroom expectations and a student orientation for all grade levels will give students school expectations.	Principal; Asst. Principal; counselor; teachers	Student – Parent Handbook; Facilities for meeting; scheduled time	Opening weeks of school	School calendar; agenda; teacher sign in logs	√	
13. Use RESTORATIVE DISCIPLINE PLAN when working with students to help them change their behavior patterns. Teachers and students will meet every other week on Fridays for circles.	Principal; Asst. Principal; Counselor; Teachers	Personally working with each student to determine needs; Title II-A	August – June	PEIMS tracking, detention list	▼	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
14. Rely on custodial staff to maintain clean facility	Principal; Custodian supervisor; Custodial staff	Custodial Staff and janitorial supplies and equipment	August – June	Campus Walk-through	✓	
15. Identify areas which need attention throughout the campus: electrical, mechanical, and maintenance problems in a timely manner	Campus admin; Teachers & Paraprofessionals; Dir. of Custodians & Staff; Dir. of Maintenance & Staff; DMS custodial staff	Electronic work order system	August – June	Work order tracking system	✓	
16. Check fire alarm control system	Asst. Principal, Office Staff; David Cardenas	Simplex Company	Bi-annual inspections	Simplex system report	✓	
17.Share results of the campus safety audit and teacher/student surveys with Central office staff	Principal; Asst. Principal	Audiovisual equipment; report/hand-out printing costs; time allotted during staff development	August	Survey results; agenda; teacher sign-in sheets	✓	
18. New electronic marquee to reflect current student and campus information	Campus Administration; Principals' secretary; Counselor	Marquee software; Campus activity calendar; time for staff to make updates	Weekly, August – June	Marquee information	✓	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
19. Provide parents a campus events calendar with progress reports and report cards each grading period which lists student activities, SBDM meetings, Board meetings, and school-sponsored extracurricular activities	Principal; Office Staff	Campus activity calendar; paper and printing supplies; Digital camera	Monthly, August – June	Copies of report card notes and team newsletters	▲	
20. Provide orientation for 5 th graders about transition to 6 th grade in the spring when they tour MS campus	Principal; Asst. Principal; Counselor; Stu. Co. sponsor	Student-Parent Handbook; Supply list; Schedule choice slips	April - May	Sign-in sheets; Campus activity calendar	✓	
21. Promote parent attendance and involvement in Public Schools Week by: <ul style="list-style-type: none"> Inviting parents to visit their students' classes Inviting parents to eat lunch with their students Displaying student work for parents 	Principal; Teachers	Individualized classroom activities; Marquee; report card announcements; principal's email	March	Sign-in sheets	✓	
22. Increase positive school publicity through the use of-DMS newsletter, Facebook, Twitter, Remind, school website, and The Devine News to announce events.	Principal, Technology Teacher; Office Staff; Counselor SBDM and DEIC members	Publishing, mailing costs, media coverage	August - June	Publishing of honor roll in local media, <i>The Devine News</i> ; minutes of SBDM, DEIC meetings	✓	
23. Display students' certificates of recognition in the "Wall of Honor" throughout the school year	Principal; office staff	Publishing costs	September - June	Certificates / Displays	✓	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
24. Display students' work and pictures of campus activities in classrooms, hallways, library windows, in public venues as invited to do so, and on the campus website	Posters/Projects; art supplies; district transportation; campus budget	Posters/Projects; art supplies; district transportation	August – June	School displays, scrapbook, school web page	✓	
25. Hold a UIL Champions award program at the conclusion of the district UIL meet to recognize participants, award winners and their sponsors (usually in Dec.)	UIL Sponsors, office staff; principal	Cost of awards for dance			✓	
26. Offer a competitive salary and benefits package to attract qualified personnel	Central office	District benefit package	August - June	Purchase orders, school calendar, "Thank You" letters	▼	
27. Promote recognition, appreciation, and morale-boosting activities for teachers and staff such as: <ul style="list-style-type: none"> ▪ Appreciation luncheons ▪ Jeans Days ▪ Teacher of the Month 	Principal; asst. principal	Food items, pens, buttons and treats	August - June	Purchase orders, school calendar, "Thank You" letters	▲	

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
28. Compensate department chairpersons, club/organization sponsors, UIL literary events coaches, and athletic coaches for the completion of duties beyond their classroom duties	Central office	Stipend budget	August – June	Personnel duty rosters; Payroll records	√	
29. Help personnel who do not meet the qualification of “Highly Effective Personnel” by working with alternative certification programs	Principal; Dir. of Personnel and Special Programs	Cost involved with alternative programs, mentors, etc.	On - going	Certification	√	
30. Continue to utilize e-mail and Remind as a source for intra-district communication	Principal	Computer PC’s, internet and intranet	August – June	Occasional checks as to how efficiently e-mail communication is being used	√	
31. Provide for monthly scheduled faculty meetings to keep staff informed on all matters.	Principal	Agenda	August – June	Attendance rosters, Agendas	√	
32. Conduct department meetings once per grading period.	Department chairpersons	Timelines Curriculum guides	August – June	Copy of schedule, sign-in sheets, meeting minutes	▼	

√- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
33. Provide individual and group counseling as needed	Counselor	Referrals	August – June	Sign-in sheets	√	
34. Provide coordinated health program that includes health services and safe school environment, counseling, staff wellness, parent and community involvement, physical ed., health education, and nutrition services.	Principal, Health/PE teachers, SHAC	Local	August - June	Lesson plans, SHAC minutes Fitnessgram reports	√	
35. Participate in the National Red Ribbon Week Campaign to promote a safe and drug-free school and educate students regarding the use of drugs and alcohol, school assembly by DEA	Asst. Principal; Counselor Student Council	Red ribbons: Campus flyers and brochures, Stickers; DEA Speaker(s);	October	Campus activity calendar	√	
36. Participate in Pennies for Patients,	Student council	Pasta dinner award	March	Donation made to the Leukemia Lymphoma Society	0	

37. Display weekly on the “Darn” Good Kids’ wall the names of students who have distinguished themselves in regards to good behavior; display monthly student of the month and teacher of the month	Principal; office staff	Publishing costs	September - June	Displays	✓	
38. Create video of school activities every month; upload to website after viewing by school board.	Principal; asst. principal; teachers	iPhone video, photos	Aug.-May	Website viewing, school board meeting		

✓- Accomplished

▲- Considerable

▼- Some Progress

0- No Progress

X- Discontinued

Use of Other Resources

In addition to the regular instructional program, the school provides a variety of special programs to meet the needs of all students who attend the school. Some of the special programs include the following:

1. Individuals with Disabilities Education Act (IDEA) – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. State Compensatory Education (SCE). Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. ESSA, Title I-Part A, Part A-Devine ISD uses its Title I-Part A funds to implement school wide programs at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. ESSA, Title II-Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce class size at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools.
5. ESSA, Title III-Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
6. ESSA, Title IV-Part A: Student Support and Academic Improvement Grant- Intended to improve students' academic achievement by increasing the capacity of districts to: provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.
7. Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.
8. English as a Second Language (ESL) – A certified teacher uses the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding is used as salary for a certified teacher and special supplies and materials used to enhance the instruction.

Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

Students Eligibility

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Local Criteria: On November 15, 2004, the DISD School Board approved Dyslexia as a local criteria for at-risk according to House Bill 1691 that allows charges to SCE allotment for dyslexia students.

Module 9 of the *Financial Accountability System Resource Guide* (FASRG) clearly states that the SCE funds "are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081" [FASRG, §9.2.3.1]. In addition, students who do not meet the criteria in TEC (e.g., those identified solely under local criteria) may receive an incidental benefit. "Incidental inclusion" of students generally means that (1) their inclusion does not increase the cost of the program, and (2) students identified under the TEC criteria are not denied SCE services. In any case, SCE services may not be used to provide services to students identified solely by the local criteria in the absence of students who meet the criteria established in the TEC. The defense of the local criteria and the inclusion of students are the responsibility of Devine ISD.

District SCE Policies and Procedures

The Devine ISD has adopted the following administrative policies and procedures for identifying students:

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.
- (5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.
- (6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

When using SCE funds to support a Title I-Part A school wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I-Part A, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their “program” identity. However, the SCE funds do NOT lose their “fiscal” identity, and these funds are not fiscally combined with Title I-Part A, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Devine ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

Campus-Level SCE Services 2019-2020

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine Middle School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment in order to improve student performance.	Certified Teachers-4 (1.8 FTEs) Instructional aides- (1.25 FTEs) Overtime SCE -\$105.631	Principal	August 2019 - July 2020	Teacher tests Grade cards	Pass all classes STAAR results
After School Tutorials -Students in at-risk situations receive individual assistance with class work, homework, and meeting STAAR objectives.	Certified teacher SCE-\$500 Supplies	Principal	August 2019 - July 2020	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Dyslexia -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-\$500 (supplies) Local	Principal Dyslexia teacher Assessment teacher Special Ed. Director	August 2019 - July 2020	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Summer School- Provide accelerated instruction for eighth grade students that did not pass the first or second administration of the reading or math STAAR test and as outlined in SSI guidelines for 8th grade.	Approximately 3-4 certified teachers (3-4 FTEs) Instructional Aide- (1 FTE) Nurse Asst.-(1 FTE) SCE-\$9,650	Principal, Certified Teachers GPC	June 2020	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
DAEP- In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 2 Instr Aide(2 FTEs) Admin- (0.15 FTE) Total salaries-\$112,805 Subs-\$2,500 Supplies -\$5,000 Copier lease-\$4,500 (incorporated w/ HS funds)	DAEP Teachers Asst Supt of Per/C&I Principals	August 2019 - July 2020	Teacher tests Grade cards	Passing grades Stay in school
JJAEP- Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ HS funds)	Superintendent MS/HS Principals Asst. Principals Asst Supt of Per/C&I	August 2019 - July 2020	First semester record of student attendance	Yearly record of student attendance
*Homebound Services- Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-\$1,400	Principal Counselor	August 2019 - July 2020	Teacher tests Grade cards	Passing all core subjects
STAAR Materials- Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-\$1,500	Principal	August 2019 - July 2020	Teacher tests Grade cards	Passing applicable component of STAAR
Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					

Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Computer Lab – Provide student support and remediation for core subject areas and STAAR. (Mobey Max and Study Island)	Local	Principal	August 2019 - July 2020	Pre/Post Test	Passing STAAR and passing grades
ESL Lab- Provide student support and remediation for ESL students who are new to English. (Rosetta Stone, BrainPop Espanol, Reading Eggs)	Title III SSA	Principal Counselor Spec. Prog. Director	August 2019 - July 2020	Teacher Tests Grade Reports	Passing STAAR and passing grades
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2019 - July 2020	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

